

**Missouri Assessment Program
Spring 2006**

Communication Arts

Scoring Guides for Released Items

Grade 5

Missouri Assessment Program

Operational Test 2006
Scoring Guide

Grade 5

Session: 1
Item No.: 1
Page No: 6
Content Standard(s): 3
Process Standard(s): 1.7
GLE: R3C5

Item: 1

How does the reader know the author of “Boys vs Baboons” is probably giving information that is true?

- A. The author is an expert on maize.
- B. The author teaches at the village school.
- C. The author lives in Africa and studies baboons.
- D. The author lives in Zimbabwe and has visited the village.

Correct Response: D. The author lives in Zimbabwe and has visited the village.

Session: 1
Item No.: 2
Page No: 6
Content Standard(s): 3
Process Standard(s): 3.5
GLE: R3C3

Item: 2

What is one responsibility of Farai, team leader of the Zimbabwe boys?

- A. to make the *tyava*, or boom-stick
- B. to make all the boys get up on time
- C. to make sure the boys get to school on time
- D. to make sure the boys use the sticks in unison

Correct Response: D. to make sure the boys use the sticks in unison
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Session: 1
Item No.: 3
Page No: 7
Content Standard(s): 3
Process Standard(s): 3.1
GLE: R3C5

Item 3

What is the farmers' main problem with the maize crop? How do they solve the problem? Use information from the article in your answer.

Problem: _____ 3 lines for writing

Solution: _____ 3 lines for writing

Scoring Guide

2 points The response indicates the main problem AND an appropriate text-based solution.

1 point The response includes the main problem OR an appropriate text-based solution.

0 points other

Note: The problem may be embedded in the solution, or the solution may be embedded in the problem.

Some examples of 2-point responses

- Problem: The baboons were eating/invading/raiding their staple food crop—maize./The farmers have to figure out how to save their crop.
- Solution: They ask the boys to chase away the baboons./Boys use boom-sticks to chase away the baboons.
- Problem: Farmers couldn't afford fences to protect the crops.
- Solution: The boys chase the baboons away with their boom-sticks.

Session: 1
Item No.: 4
Page No: 7
Content Standard(s): 3
Process Standard(s): 3.5
GLE: R3C5

Item 4

Name two ways the tyava, or boom-stick, is a good tool for the boys to use. Use information from the article in your response.

1. _____ 3 lines for writing
2. _____ 3 lines for writing

Scoring Guide

- 2 points The response includes TWO text-based reasons.
1 point The response includes ONE text-based reason.
0 points other

Some examples of 2-point responses

Any TWO of the following:

- It scares the baboons away.
- It is easy to use since it is not too heavy.
- Sticks and bark to make the boom-stick are easy to find near the boys' village.
- The boom-stick does not hurt the baboons.
- It makes a loud/frightening sound.
- It saves their corn so they can have food to eat.
- It is easy to use. All you do is hit on the ground.
- The sound caught the baboons by surprise, and they ran up the hill.
- It is an effective weapon.
- any other relevant text-based response

Session: 1
Item No.: 5
Page No: 7
Content Standard(s): 3
Process Standard(s): 3.1
GLE: R3C5

Item 5

What are two reasons schools in the villages of the Zimbabwe countryside hold two sessions each day? Use information from the article in your answer.

1. _____ 2 lines for writing
2. _____ 2 lines for writing

Scoring Guide

2 points The response includes TWO appropriate text-based reasons.

1 point The response includes ONE appropriate text-based reason OR is minimal or partial.

0 points other

Some examples of 2-point responses

Any TWO of the following:

- So that everyone may attend, even those who must guard the corn.
- There are many students but very few schools.
- The schools are crowded.

Some examples of 1-point responses (minimal or partial)

- So all students can get an education.
- Everyone goes to school.

Session: 1**Item No.: 6****Page No: 8****Content Standard(s): Part A: 3****Process Standard(s): Part A: 1.6****GLE Part A: R3C5****Content Standard(s): Part B: 4****Process Standard(s): Part B: 1.8****GLE Part B: W1A5****Item 6**

The boys who guard the corn show the characteristics of being both brave and responsible. Complete the chart with one example from the article of how the boys are brave and one example of how they are responsible. Be sure to add labels to the chart.

The Boys Who Guard the Fields

Label: _____	Label: _____
Brave	_____ _____ _____
Responsible	_____ _____ _____

Scoring Guide**Part A (CA3, 1.6)**

- 2 points The response includes ONE appropriate text-based description of how the boys are brave and ONE appropriate text-based description of how they are responsible.
- 1 point The response includes ONE appropriate text-based description of how the boys are either brave OR responsible.
- 0 points other

Note: Examples must be written in the correct boxes on the chart.

Part B (CA4, 1.8)

1 point The chart is appropriately labeled.

0 points other

Some examples of 2-point responses

Any ONE of the following for each box

Label: <u>Description</u>	Label: <u>Example From the Article</u>
<p><i>Other acceptable labels may include:</i></p> <ul style="list-style-type: none"> • Qualities • Traits • How They Are • Characteristics 	<p><i>Other acceptable labels may include:</i></p> <ul style="list-style-type: none"> • Examples • Facts • How They Show It • Reason • What the Boys Did
Brave	<ul style="list-style-type: none"> • They faced the baboons daily and chased them away. • Often the baboons are fighting as they come to the field. • Baboons are often in large groups, and all the boys have are boom-sticks. • other relevant text-based response • The baboons could hurt them. • They are not afraid of the baboons/baboons are dangerous. • They are with/near/close/go up to the baboons.
Responsible	<ul style="list-style-type: none"> • They arrive at dawn/guard the fields. • They are nervous, but they still do their jobs/aware of their important task. • They have to take turns in the fields. • They go to school in the process. • They have to hit their boom-sticks in unison. • Boys must call for adult help if the baboons don't go away. • Boys do not hit/hurt/kill baboons. • other relevant text-based response